

**Teachers' Perspective on the Use of Games in English Teaching and
Learning Process**

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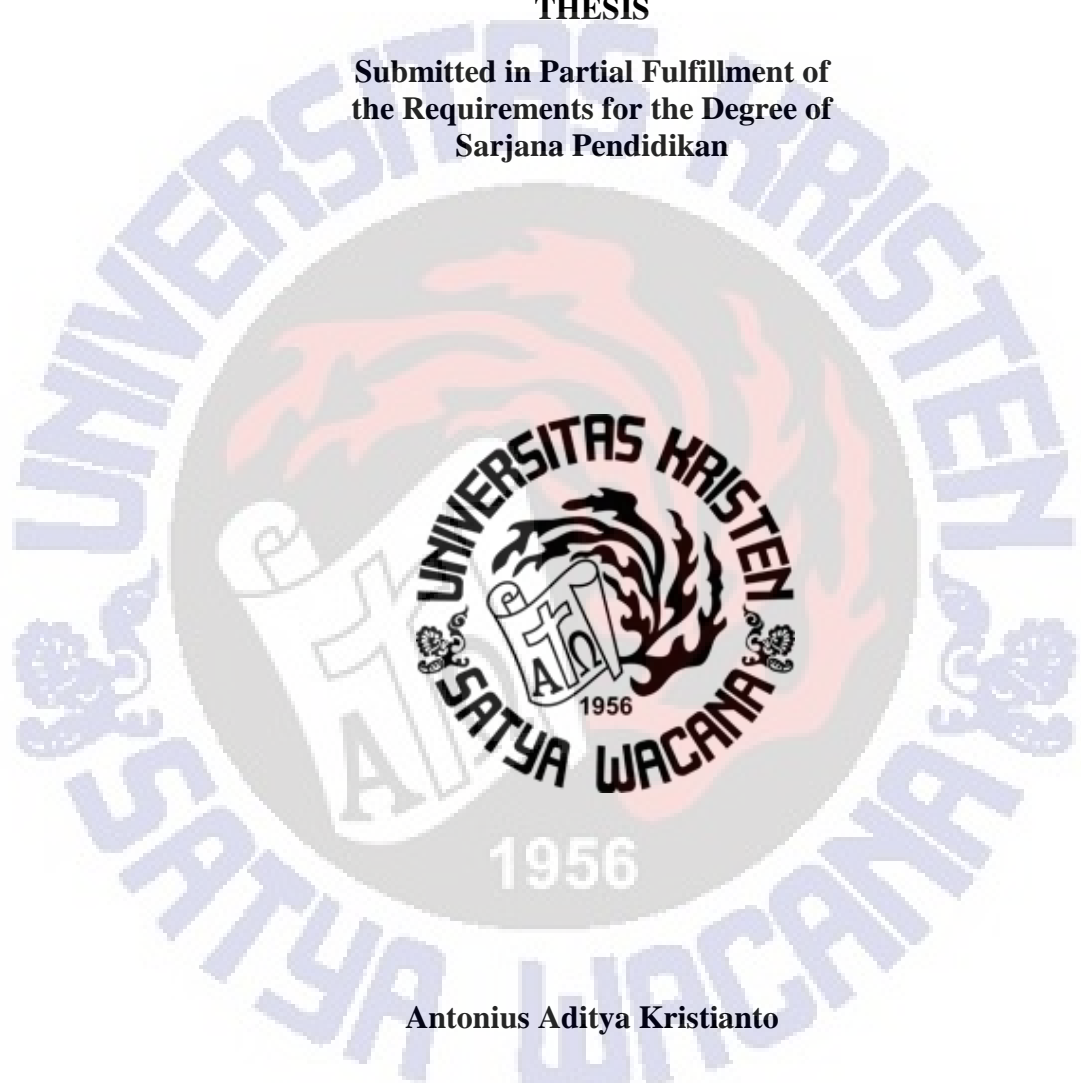
**PROGRAM STUDI PENDIDIKAN BAHASA INGGRIS
FAKULTAS BAHASA DAN SASTRA
UNIVERSITAS KRISTEN SATYA WACANA
SALATIGA**

2016

**Teachers' Perspective on the Use of Games in English Teaching and
Learning Process**

THESIS

**Submitted in Partial Fulfillment of
the Requirements for the Degree of
Sarjana Pendidikan**



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**ENGLISH LANGUAGE EDUCATION PROGRAM
FACULTY OF LANGUAGE AND LITERATURE
SATYA WACANA CHRISTIAN UNIVERSITY
SALATIGA**

2016



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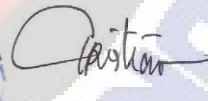
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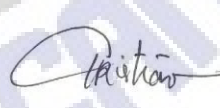
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Teachers' Perspective on the Use of Games in English Teaching and Learning Process

Antonius Aditya Kristanto

Abstract

Games are widely used by English Teacher as an alternative way of teaching nowadays. This study was aimed at finding out teachers' perspective on the use of games in English teaching. This study was done by conducting an interview towards two English teachers of Laboratorium (LAB) Junior High School, Salatiga and two English teachers of SMPN 03, Salatiga as a method of data collection. The findings shows that teachers have positive perception towards game since it could develop students' language skills, improve their grammar understanding, and help them expanding their vocabulary. However, the teachers also find out that game could distract students' attention and time consuming. It needs a good time management and crowd control to conduct. The study is expected to be useful to provide a detailed view, from teachers' perspective, of using games in the English class for the teacher and for those who want to conduct a research in English Teaching, I hope that this study can be used as a reference for further research.

Keywords: games, teachers' perspective, English teaching

INTRODUCTION

For some learners, learning English as a foreign language can be hard because they need a lot of efforts to understand it. Learners need a relatively long time to learn. For example learners who learn English from elementary until senior high level takes around twelve years. In High School level, the teaching of English should emphasize the students to achieve high proficiency in four skills, i.e., listening, speaking, reading, and speaking according to the literacy level as stated in the regulation issued by Indonesian National Ministry of Education (Undang-Undang no.22 tahun 2006 tentang pendidikan). Unfortunately, it seems that it is still difficult for many Indonesian teachers to encourage their students to learn English because of

some reasons such as the shyness in performing their ability, large number of students in a class, and moreover students are not exposed to hear and use English language.

The fact that many Indonesian teachers find it difficult is also stated by Fotovatnia & Namjoo's. They stated, "Foreign language learning is a hard task and a lot of effort is required every moment and over a long period of time to manipulate, understand, and produce the target language" (Fotovatnia & Namjoo, 2013, p. 189). Moreover, they need to go through series of learning process such as memorizing a lot of vocabularies and try to learn the grammar.

Whereas Indonesian students need encouragement because learning English could be a complicated process. Due to the quite complicated process, it is not surprising that many learners face difficulties in their learning process. This is in line with Fotovatnia and Namjoo (2013) when they conducted a study in Iran. Their finding revealed that English is considered difficult to learn by the learners because most of them were lack of motivation and did not have enough opportunities to take a part in learning process. This caused learning English could be hard for them. Another research on difficulties in learning English was conducted by Kyaw and Sinhanety (2012). They investigated the vocabulary learning of Burmese students. The results revealed that the participants had failed to innovate the best ways that could work efficiently in their vocabulary learning because of the time limitation, the demands of language course schedule, and the exam-oriented educational system" (p. 999). Considering that there are many problems in learning English, teachers need to find various techniques to the learners in order to minimize the problems.

One of the techniques that can make English teaching and learning fun and easier to understand is by using games. By using games, teachers will create a comfortable atmosphere that will enhance the students desire to learn. By doing such activities, learning English is not necessarily to be hard. Instead, it can be fun and enjoyable. In line with this idea, Ersoz (2000) believes that games are highly motivating in foreign language teaching because they are amusing and interesting and also can be used to practice all types of language skills and communication.

Carrier (1990) stated that teachers should first consider the level of the game to fit their students' language level. They should choose the game that fits the purposes of that class or the content. This means teachers should thoroughly understand the game and its nature and able to lead the game. It makes me came up with a question. What are the teachers' perspective about the use of games for English teaching and learning process?

Based on previous study I am interested in conducting a research about the use of games from the perspective of English Teacher because I am willing to develop a more bettr approach in teaching English. The primary aim of this study was to find out about the teachers' perspective about the use of games for English teaching and learning process. The general objective of this study is to find out the teacher's perspective about the use of games for English teaching and learning process.

Based on the objective above, the significance of the study is expected to be useful to provide a detailed view, from teachers' perspective, of using games in the English class for the teacher and for those who want to conduct a research in English Teaching. I hope that this study can be used as a reference for further research.

REVIEW OF LITERATURE

Definition of Games

Byrne (1995) gave the definition to games as a form of play governed by rules. They should be enjoyed and fun. They are not just a diversion, a break from routine activities, but a way of getting the learner to use the language in the course of the game. Likewise, Yolageldili and Arikan (2011) defined that games are student-focused activities requiring active involvement of learners (p.221). Similarly, Hadfield (1990) described games as "an activity with rules, a goal and an element of fun."

Therefore, games are interactive play that teach goals, rules, adaptation, problem solving, and interaction. Games involve some factors such as rules, competition, relaxation, and learning, in particular. The main focus of using game in class is to help the students learn and have fun.

There are hundreds types of games that can be used in English Language teaching. Hadfield (1999) explains two ways in classifying language games. First, she divides the language games into two types: linguistic games and communicative games. Linguistic games focused on accuracy, such as supplying the correct antonym. On the other hand, communicative games focusd on successful exchange of information and ideas, such as two people identifying the differences between two pictures which are similar to one another but not exactly alike. Correct language usage, though still important, is secondary to achieving the communicative goal.

Griva1 and Semoglou (2012) conducted an experimental study on a game-based project in a Greek experimental primary school of second grade. They were grouped into an experiment group (game-based classroom) and a control group. Both groups were given tests consist of word production. However, different approaches were implemented. The control group was taught by using PPP (Presentation- Practice-Production) context and the experiment group was taught by using games. The result showed that the test score of the experiment group was higher than the control group. The test score of children experiment group who received English language teaching in a playful context which were taught by the use of game-based project were higher than those of the control group were taught English in the convention PPP (Presentation- Practice- Production) context. Similarly, Azarmi's experimental study (2007) investigated the use of adapted authentic childhood games in two English class of junior high school in Tabriz, Iran. His experiment was based on six categories taken from the theories of Vygotsky and Piaget: Risk taking, Motivation, Interest, Emotional intelligence, Time limitation and making fun of games. As a result, the experiment group learners showed better performance in pronunciation, vocabulary, grammar, fluency and problem solving skills. Also the experiment group learners performed lessons more voluntarily and showed great participation and production than the control group learners.

Through the advantages and disadvantage of the use of games in EFL teaching, some researchers point out how to use games in order to minimize the problem that occurs. A game must be more than just a fun. It should involve "friendly" competition and keep all of the students involved and interested. It should encourage students to focus on the use of language rather than on the language itself,

and furthermore give students a chance to learn, practice, or review specific language material.

The Use of Games in English Teaching

There are some perspectives games deserve a place in the language class. First of all, they are fun, which is extremely important, because they can help activate students who may have been inactive before, due to lack of interest. Keeping students active is vital because teachers will never be able to actually teach students anything unless they can get them to participate in their own learning process.

Orlick, (2006) is in the line with Hussin, Maroof and D'Cruz (2001) have agreed that teachers are able to drive students to learn the language and to sustain their interest in language learning if they can provide activities that are communicative (game type), pleasant, safe and non threatening as well as group-based, meaningful and challenging. Such activities help promote self-confidence, learning satisfaction and good relationship among learners and between teacher and students. Wright, Betteridge and Buckby (2005) stated that language learning is very hard and efforts are required over a long period of time.

Games Commonly Used in Teaching

“Hangman”

This game goes like this: The teacher has to think of a word and write the number of letters on the board using dashes to show letters there are. Then ask the students to suggest a letter. If it appears in the word, write it in all of the correct spaces. If the letter does not appear in the word, write it off to the side and begin

drawing the image of a hanging man. Continue until the students guess the word correctly (they win) or you complete the diagram (you win). Hangman can increase vocabulary and encourage students to overcome their shyness.

“Mail Game”

This game where the students have to deliver “mail” and make sure it gets to the right places works as an excellent example of an educational game. For languages a good idea would be to work around a theme of a certain place, such as the home. The first thing the teacher has to do is to make the envelopes and the “mail”. The envelopes should be labeled with a specific genre, which in this example would be “kitchen”, “bedroom”, “bathroom” etc. The mail should then be letters with words on them that fit into specific envelopes, for example the word “knife” or the word “refrigerator” would match the envelope labeled “kitchen”. Each student should then get a certain amount of “mail” that he has to write his name on and then get to work delivering. The first one to deliver all of his mail would win if it turned out he delivered correctly.

“Spelling Bee”

In this game, the students make a group of eight to ten members. The teachers read and spell carefully. The teacher should pronounce the word clearly and correctly as it is written, then use it in a sentence, and then read the word again, clearly. If a student spells a word correctly, he or she remains in the game, awaiting his or her next turn. If a students spells a word incorrectly, he or she is eliminated from competition and the next student is given the same word to spell, continuing down the line until the word is spelled correctly.

There are some advantages of games as Andrea Bennett, (2011) overemphasized the power of games and play to facilitate deep and meaningful learning where most productive and motivating learning experiences are taking place outside of school through playing and participation where children do enjoy learning via having a sense of their own progression and where the learning is relevant and appropriate. Mubaslat (2012) stated that games are motivating and challenging. It provides language practice in the various skills such as in speaking, writing, listening and reading. They also encourage students to interact, communicate and create in a meaningful context. It can be said that games become one of the effective way in delivering the lesson because the learners can develop their language's ability in a comfortable way.

Besides, Lavery, C (2001) affirmed that games help the learners to be active in the classroom. They can forget that they are studying because they are learning in a playful context. Indeed, games also involve them in the group learning and provide an extra practice without creating boredom. In addition, the other advantages of games are proposed by McCallum (1980). He argued that games provide immediate feedback for the teacher. It can be used as affirmation, review, and enrichment. It also promotes equal participation for slow and fast learners. Games can be suitably applied for all language levels of the students.

Using games in teaching have many advantages for both teachers and students. Games provide motivation, challenge and active participation for the learners in the learning process. Games can be used in the various skill of target language, function

as reinforcement, review, enrichment, and also can be adjusted for all language levels of the students.

While some researchers proposed the advantages of games in EFL teaching, other researchers investigated the weaknesses of games in English teaching. According to Ting and Li (2012, p.163) using games can be time consuming because it takes time to play the game. It also requires longer time for teachers to prepare what to teach. The other disadvantage proposed by Palanova, K (2010, p. 27). She argued that games are tiring and boring. Because of games need a lot of participation and time, the students might get tired and bored with all the play. Therefore to concentrate in serious learning process is difficult. From the disadvantages that have been explained before, some of teachers can face difficulty in managing the time and preparing the games.

Teacher's perception on the use of game

McFarlane et al. (2002) found that games support the development of a wide range of skills essential to the autonomous learner. Other research provides evidence of gam-ing's positive effects on student accuracy, speed of calculation, and self-esteem (Miller & Robertson, 2009). Teachers are generally interested in motivational and academic benefits when considering incorporating games in the classroom. We can distinguish three types of educators with regard to games: 1. Those who understand the potential of games in teaching. 2. Those who prefer only a specific type of game and are reluctant to try other types of games. 3. Those who have not used games at all and who are not interested in them (Dondi & Moretti, 2007)

THE STUDY

This study uses descriptive method to describe teacher's perspective on the use of games in English teaching and learning process.

Context of the study

This study was conducted in Laboratorium (LAB) Junior High School, Salatiga and SMPN 03, Salatiga. The main reason to choose these schools is because games were actively used during a semester in English class. Usually they use simple game such as Hangman. Furthermore, games become one of some key-strategies used by teachers to deliver the material during the class.

The Participants

The participants are two English teachers of Laboratorium (LAB) Junior High School, Salatiga and SMPN 03, Salatiga. They were selected based on some following reasons. First, they were teachers of younger grade in which games are used actively in the class. Second, they came from the same background as English educators, and finally, they speak English actively during their class. These reasons will help me to find out their perspective on the use of games in English teaching.

Data Collection Procedure

In this study, the data was collected via structured interview. The interview will be conducted to find out the teachers perception toward the use of games, especially focused on advantages and disadvantages from using games based on teachers perspective.

Based on previous study by Yolageldili (2011) The interview includes some questions, which were: 1.What are the teachers' beliefs about the pedagogical value of using games in English teaching?; 2.What are the teachers' attitudes towards using games in English teaching?; 3.What do the teachers' thoughts about the effectiveness of using games in English teaching?

Fifteen questions will be conducted to know the answer of questions mentioned above.

Data Collection Instrument

The data will be collected through some procedures. First, write down the questions. This process was needed to prepare some proper questions in order to get the data. The interview was an individual interview by using audio-recorder. The interview was conducted in English. The interview began with questions that focus on the teachers' reason in using games. These questions continued by asking about their opinion and suggestion on the use of games during their class. Lastly, the question about what games used during the English class to find out the teachers perception toward advantages and disadvantages of games they conducted. The data obtained from the interview will be capable to answer the research question which is what the teachers' perspective about the use of games for English teaching and learning process are.

Analysis Procedures

After the data collection, the results from the participants will be transcribed and analyzed. The name of the teacher will be converted into A, B, C, and D. Teacher

A and B are from of Laboratorium (LAB) Junior High School, Salatiga while teacher C and D are from SMPN 3 Salatiga

FINDINGS AND DISCUSSIONS

The majority of the teachers particularly showed positive responses of using games as a teaching technique. They think that games made some materials more understandable, because the students enjoy the learning process. By using games the majority of the teachers found it as one way to deliver the materials in fun way and also a practice medium to improve their ability including speaking, listening, reading, and writing.

The teachers designed games that can offer learners a density of communicative language practice as conventional drill exercises such as question-answer and repeat after me. By doing so, learners were immersed in using the target language, which assisted them to better internalize a new language. This in line with the majority of the teachers' opinion that games can concrete practice for students, while reducing the tensions and anxiety games helped to boost motivation, particularly in cooperative mode it could be a way to make sure all students were included in the learning effort, not only a few high motivated or extroverted students.

However, teachers also realize that using games may distract the students' attention. It is sometimes an ineffective way to deliver the materials because it needs to be properly prepared. This opinion is in line with Harmer (2001) statement that games are used to provoke communication among students. But in fact they still learned to communicate using target language so it still becomes a long time task for the teachers. Besides, the students' fear of negative evaluation and the concern of

being negatively judged in public was one of the of the main factors inhibiting language learners from using target language in front of other people.

Teachers' perspectives on the Use of Games

Most of the English teachers think that while playing a game, the students will learn English unconsciously. The students will enjoy the activity and while they like to learn something by using informal way. While it is highly motivating and entertaining, it also helps reducing the tensions and anxiety so it may encourage, entertain, and promote fluency especially in speaking skills. The teachers think games also play an important role in English teaching and full of pedagogical value mainly because they think that by using games could avoid boredom and provide many opportunities to the students to show their skills.

While playing a game, students learn English unconsciously

Most of the English teachers think that while playing a game, the students will learn English unconsciously. First of all, they will try to overcome their fear to try and secondly because they like to learn something by using informal way.

Excerpt 1

Teacher A:

It was obvious that students enjoy the activity so that easy for us to revise and develop their English ability than the common activity like ordinary lecturing activity.

Excerpt 2

Teacher B:

I think game helped the students reducing their fear in English, so that the students will learn English unconsciously.

Games can be both fun and full of pedagogical value in teaching English

The majority of English teachers think that games can be both fun and full of pedagogical value mainly because they think it could maximize some skills such as speaking and listening while doing speaking-based or listening-based games. But it might be ineffective if the students did not understand the main objective and the teacher could not manage the duration of a game.

Excerpt 3

Teacher A:

With proper length of time it would be not only fun but also full of pedagogical value..
In my case, game should be added with any other activity so that my objective could be fulfilled.

Excerpt 4

Teacher B:

For some reason, *games could fulfill both fun aspect and pedagogical value as some lesson might be maximized by using a simple themed game.*

Excerpt 5

Teacher D:

For some skills in language need more game to make students not only to enjoy but also to understand the lesson, such as speaking and listening skills. Games helped students to be able more relax in practicing speaking and listening in the class.

Games reduce students' anxiety towards English class

While the majority of the teachers think that games reduce students' anxiety because it creates comfortable situation, there is a disadvantage of using games if there are student who cannot overcome the situation which led into losing their focus on the lesson.

Excerpt 6

Teacher A:

It is true that games could reduce students' anxiety toward English as it was one of aspects that could develop students' ability in learning English.

Excerpt 7

Teacher D:

Yes it does, students were more confident while learning in informal way like doing games, than any other way.

Games may encourage, entertain, and promote fluency

The majority of the teachers shared the same feeling with the idea of games may encourage, entertain, and promote fluency while there is an opinion that games will make another fear because the students must be confident enough to be corrected in front of their classmates.

Excerpt 8

Teacher A:

Yes, especially in speaking skill. By doing games, students were encouraged to make conversations in English. It helped students practicing real life conversations unconsciously.

Excerpt 9

Teacher B:

Games made students not only gain better understanding but also encourage students to be able to make team-correction as English were not only understood as a written language, but spoken language, especially on gaining better pronunciations by mimicking other students.

Excerpt 10

Teacher D:

Games for me were used as the ice breaker, it helped students to understand more in real life conversation with their team mates, and if they had any wrong pronunciations

their friends would not understand their sentences. *So it helped students improve their fluency indirectly.*

By using games, students were immersed in using the target language, which assisted them to better internalize a new language. This in line with the majority of the teachers' opinion that games can concrete practice for students, while reducing the tensions and anxiety games helped to boost motivation, particularly in cooperative mode it could be a way to make sure all students were included in the learning effort, not only a few high motivated or extroverted students.

I think all the teachers agree that games are a very useful aid in education and can use occasionally for various benefit. One of the main benefits is a comfortable situation and the students may be enjoying it so they will learn the materials unconsciously. One thing to be noted is that teachers must manage the time correctly to maximize the result of using games as an alternative teaching method.

Challenges in using games for teaching English

Despite the positive aspects of using games, there is a problem faced by the teacher if they could not attract the student's attention which could make the students less-focus to the materials. It also might be not fun if the students did not understand the main objective and the teacher could not manage the duration of a game.

It also difficult to measure students' knowledge when they use games in class mainly because the teachers will work in a crowd situation. The teachers must have the ability to control the class because it might distract students' attention if there is misconduct during a game.

Games may distract students' attention

Excerpt 11

Teacher C:

The students' focus in class is an important thing. *Once it was ruined by a mess the students would not concern in the lesson anymore.*

Games could be time-consuming

Excerpt 12

Teacher C:

The time the class uses in games would be more effective if it is used for drills.

Excerpt 13

Teacher D:

The time I used on game is worthy than the time I give speech in front of lack of attention class.

It is difficult to find a game suitable English teaching

Excerpt 14

Teacher C:

Finding the one suitable with my students was pretty difficult, since I have to adjust the topic and needs.

In my interpretation of the findings, almost all of the teachers have the same problem when it came to using games as a teaching method. Rather than paying attention to the correctness of linguistic forms, most students would do all they could to win. For teachers, these challenges could be faced by well arranged lesson plan so that the teaching and learning process could meet the objective and turned out to be prepared.

The management of time was rather difficult to solve since it is related to the suitable materials for playing games. Sometimes there was not enough room for students to move around and voice level could disturb other classes.

Some of students who were really lack of motivation often did not participate in the games, especially when the games were done in groups. This could because an introvert personality or just simply lack of motivation to learn. In this case, the teachers could use different approach such as segmenting into smaller groups and arrange the groups by list.

CONCLUSION

The primary aim of this study was to find out about the teachers' perspective about the use of games for English teaching and learning process. The teachers play an important role in deliver materials and so it is their responsibility to make sure the students retrieve the materials. One of an alternative way to deliver materials is by using games.

Games have many potential benefits for teaching and learning. If it used in tandem with the curriculum, and in moderation, gaming benefits outweigh their

negative aspects. This, in line with Mubaslat (2012) claims that games are motivating and challenging. It provides language practice in the various skills such as in speaking, writing, listening and reading. They also encourage students to interact, communicate and create in a meaningful context. It can be said that games become one of the effective way in delivering the lesson because the learners can develop their language's ability in a comfortable way.

These advantages have implications for the teachers on using games in teaching English. First of all, the teachers might consider games are necessary in teaching some specific skills such as speaking and listening. Secondly, the teachers could create a good circumstance by encouraging their students to work and learn at the same time.

The limitation of this study is its broad concept of games itself. As games have advantages and disadvantages at the same time. It could be difficult for the teachers to find what game is best to conducted for a specific English material.

As the findings of the study show, according to the teachers, games are important part of English teaching simply because they provide many advantages. However, for a game to achieve its purpose, it is necessary for teachers to consider some factors such as deciding on which game to use and the efficiency of time. Besides, teachers have to making some necessary preparations before conducting a game, organizing the class, and running the activity as smooth as possible. Hence, for a game to become pedagogically successful, it is important for teachers to be aware of their roles. Incorporating games into teaching has potential for enhancing learning in Indonesia's schools. It is a pedagogic strategy to engage the students and enhance

their learning, and I hope that it could be incorporated more by synergize it with curriculum in the Indonesia education landscapes.

For further research, I suggest to use observation method and wider participants because a well-timing observation could make greater results and wider participants may achieve so much more different teachers' perspectives to maximize the use of games in English teaching.



ACKNOWLEDGEMENT

First of all, I want to thank God for always blessing me from the beginning of my study until the end of my thesis submission. On this occasion with great humility, I would like to thank all of those who have helped and guided me so that this thesis can be finished. I would like to thank to:

1. My parents who always give me supports and attention during my study.
2. My son and my wife who always be my reasons to live. I love you.
3. My supervisor, Maria Christina Eko Setyarini, M. Hum. I am thankful to her for the assistance and advice for my thesis.
4. My examiner, Christian Rudianto, M. Appling. I am grateful to him for encouraging me and examining my thesis.
5. Mas Setyo Wahyudi who is always there to support me during my study.
6. My friends, I thank them to motivate me finishing my thesis.

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Appendix 1

Teacher A

Q : Good afternoon Sir, I would like to ask your methodology in teaching, do you use game in your class?

A : Good day. Oh yes, I use game regularly in my class, it helps my students gaining better understanding in class

Q : In what way it help your students in class?

A: It really helps my students being better prepared in facing new themes.

Q : So, does game help you in gaining your students' skill for specific?

A : Yes, especially in speaking skill.

Q : Oh really? How does it work?

A : By doing games, (my) students were encouraged to make conversations in English. It helped students practicing real life conversations unconsciously.

Q : It is believed that games could distress the class, what is your opinion in that?

A : It is true that games could reduce students' anxiety toward English as it was one of aspects that could develop students' ability in learning English.

Q : Have you ever worried that the time you use by doing game would annoy your class duration?

A : Of course I do not make a full time game class. It would make student difficult to be handled. With proper length of time it would be not only fun but also full of pedagogical value. In my case, game should be added with any other activity so that my objective could be fulfilled.

Q : What about the feedback of the class? Do they like it?

A : It was obvious that students enjoy the activity so that easy for us to revise and develop their English ability than the common activity like ordinary lecturing activity.

Q : What is your students' favorite game in your class?

A : My students' enjoy the most on Spelling Bee. It might because it was a group activity, so that the students were not afraid to be wrong.

Q : I think it was enough for me, thank you for your time, Sir.

A : My pleasure.

Appendix 2

Teacher B:

Q : Good Morning, Mam, thank you for your time. I would like to ask your methodology in teaching; do you use game in your class?

A : Ah, yes sometimes I use it for specific themed class.

Q : What is your purpose by using it in only specific themed class?

A : Because not all themed were suitable for doing game in it. But, it is fine when we use it for beginner level class, such as class seven.

Q : In what way it helps your class?

A : I think game helped the students reducing their fear in English, so that the students will learn English unconsciously.

Q : Do your need in teaching could be fulfilled by using games in your class?

A : For some reason, games could fulfill both fun aspect and pedagogical value as some lesson might be maximized by using a simple themed game.

Q : So, you only use simple themed games in your class?

A : Yes, a long duration game would make my students unfocused to the class anymore.

Q : Does game bring any benefit in gaining better understanding in your class? If it does, how does it works?

A : Games made students not only gain better understanding but also encourage students to be able to make team-correction as English were not only understood as a written language, but spoken language, especially on gaining better pronunciations by mimicking other students.

Q : What games that your students enjoy the most?

A : My students were enjoys the most “Simon says” or the other which is common to it. I think it because it was easy to play and also students were not afraid to false as they could copy their friend gesture.

Q : I think it was enough for me, thank you for your time, Ma'am

A : You are most welcomed

Appendix 3

Teacher C

Q : Good Morning Mam, thank you for your time, I would like to ask about your teaching methodology. Do you use games in your class?

A : I'd rather not to use games in my class.

Q : What is your reason not use games in your class?

A : The students' focus in class is an important thing. Once it was ruined by a mess the students would not concern in the lesson anymore.

Q : Have you ever try using games in your class?

A : Recently not, the time the class used in games would be more effective if it is used for drills.

Q : So you have tried once, what is your difficulty in doing games in class?

A : Never, but yes I had been about to use it in my class, but, finding the one suitable with my students was pretty difficult, since I have to adjust the topic and needs.

Q : Ok, I think it is enough for me, thank you for the opportunity, Ma'am

A : You are welcome

Appendix 4

Teacher D

Q : Good Morning Miss, thank you for your time, I would like to ask about your teaching methodology. Do you use games in your class?

A : Totally yes, I used it every time my students were starting get bored, mmm actually most of the time I use games as the main methodology in my class.

Q : What is the main reason you use games in your class?

A : For some skills in language need more game to make students not only to enjoy but also to understand the lesson, such as speaking and listening skills. Games helped students to be able more relax in practicing speaking and listening in the class.

Q : What about the feedback from the students? It seems they like it.

A : Yes it is, students were more confident while learning in informal way like doing games, than any other way

Q : As you have mentioned before that you use games every time your students get bored, how does it work?

A : Games for me were used as the ice breaker, it helped students to understand more in real life conversation with their team mates, and if they had any wrong pronunciations their friends would not understand their sentences. So it helped students improve their fluency indirectly.

Q : So do you use the long duration games in class? If you do, would your objectivities in class be reached?

A : It depends on the themes should be taught that day, I usually mix between simple into more complex game. And about the duration, it depends on us, once we think that the objective were reached I would stop it, and move on the next sub theme that day. For me, the time I used on game is worthy than the time I give speech in front of lack of attention class.

Q : And the last, what is your students favorite game in your class?

A : It's rather difficult to mention which is the most favorite, because I could let them play three different games in the same day. But, let me think once more.... Mmm Mail game. I usually use it related into a reading text, so they would be more exited while reading a reading text.

Q : Thank you so much for your time Miss, I think it was enough for me.

A : Yeah, my pleasure